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25c. a Year

Devoted to The
High-School-College
Entrance
Scholarship Fund

THE NEW YORK

LATIN LEAFLET

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TRUSTEES OF THE SCHOLARSHIP FUND

ARTHUR S. SOMERS, Central Board of Education
WILLIAM E. WATERS, College Entrance Examination Board
FREDERICK D. MOLLENHAUER, Mollenhauer Sugar Refinery

Platform of The Latin Leaflet

- 1 The introduction of Latin into the last two grades of the Grammar Schools of New York City.
- 2 The establishment of College Entrance Scholarships for competent graduates from the High Schools of New York City.

Four Important Features

The New York High School College Entrance Scholarship which is now being established is to be absolutely democratic.

1 It will be open to all New York high school graduates alike, boys or girls, on a competitive examination.

2 It will be open to all departments alike, no department ranking higher in importance than any other.

3 It will lead to all schools alike, liberal, professional or technical, within the choice of the winner.

4 It is being contributed to by all kinds of friends of education alike, without reference to politics, race or religion.

Fourth Meeting of The New York Latin Club

The fourth meeting of The New York Latin Club will be held on Saturday, December 21, at 12 M. The speaker and place will be announced in a subsequent number of THE LEAFLET.

As to Cicero's Vocabulary in Oratory and Philosophy—In Two Parts: Part II

Written for THE LATIN LEAFLET

8) The group of (primitives?) on *-or* mascul. 3d may fairly be comprehended or brought under one point of view: they designate, in the main, physical or mental conditions, states of being, or stages of being:

physical: calor (cruor) foetor fulgor languor nidor odor pallor sapor splendor tremor color dolor nitor sudor tremor squalor stridor candor—etc.

psychological: amor ardor favor pudor stupor terror timor angor clamor dolor error fervor furor labor maeror plangor. *Mar-*

mor belongs to the first group: it is clearly designated from the polished or brilliant surface, cf. Greek *μαρμαίρω*, an etym. version into German e. g. would be "*Das Geglänze*."

9) In considering the groups of words of the *o*-stems, we are made to feel the small number of masculine nouns, and the vast number of adjectives. The former are in the main primitives, while the latter are derivatives and compounds: the *hortus* then, of our inflection-tables represents a company of some 63 words (in C.'s oratory), while *bonus*, *a*, *um* represents a vast group of more than 750 words. Of these the functions of the endings *-eus*, *-osus*, *-arius* are particularly well marked. The Participial group is very large. The majority of adjective terminations, in the main, endow that part of speech with the function of the noun-genitive, no more and no less.

10) Of the verbs I will not say much: all vowel-stems are in the main derivatives, as are their Greek congeners: *τιμᾶ-ω* (*τιμή*) *διδικᾶ-ω* (*δίκη*) *μισθῶ-ω* (*μισθός*) etc, and just as there the bulk of primitives is found in the consonant-stems (as we find very correctly stated in Gildersleeve-Lodge). In the "*first*" conj. then, we notice the large number of what we may call *factitives* of adjective descent: *celer-accelerare*, *aequus-aequare*, *celeber-celebrare*, *caecus-caecare*, *continuus-are*, *albus-dealbare*, etc. The "*first*" also carries all the Frequentative-Iteratives.

The *-ēre* group is largely intransitive, designating condition or status: *lux-luceo*, *ardor-ardeo*, *nitor-niteo*, *fervor-ferveo*, *maeror-maereo*, *pudor-pudet*, *squalor-squaleo*, *pallor-palleo*.

The "*Third*" illustrates best the entire range of prepositional compounds.

The "*Fourth*" contains more primitives, in proportion, than the *-āre-ēre* groups.

The readers may appreciate a table of range and proportion:

-āre—603, of which 60 are iteratives, and 102 or so deponents.

-ēre—148, of which 9 deponents.

-ere—774, of which 51 on -ēscō, and 58 deponents.

-īre—109, of which 16 deponents.

11) Cicero's range of prefixes in compounds is readily registered: a- ab- (abs-as); ad- (ac-c, app- ac-q, a-gnatio, ar-biter); ali-, amb- (am- an-qui-ro) anim-, ante-anti; auis-aus; bis- bi; bene- beni; circum; co- com- con- cor-r; de; dis- di-f- di-; duo- du; e- ef-ex-; in-i (i-gnoro etc); magn-; male-; man- (man-suetus, trained to hand, tame); meri-; miseri-; multi-; nau-; ne- neg (nec: negotium) nun- (novem); ob- obs; per- pel-l-; pro- por (pol-luo, por-tendo etc) pru- (provid) potis- pot-; po- pos- post; prae-; praeter; privi-; quadri-; quinq-; re-; semi-semis- ses- (stilli-cidium) (stii-pendium) sub-subs; super; tra- trans; tri- vae- ve-; (vi-pera out of vivi-para) uni-.

Words like *breviloquentia*, *flexi-loquus*, *fodi-fragus*, *grandi-loquus*, *luci-fugus*; *suavi-loquens*, in the philosoph. books are mainly in poetic citation and have absolutely no counterpart in the vocabulary of the speeches. It is here that we are reminded of *Quintilian* I 5, 65: "compositae aut praepositionibus subiunguntur . . . aut e duobus quasi corporibus coalescunt, ut maleficus. Nam ex tribus nostrae utique linguae non concesserim" . . . and of *Livy* 27, 11, quos *androgynus* vulgus, ut *pleraque faciliore ad duplicanda verba Graeco sermone*, appellat. . . . In all of Vergil's heroic epic there are not one hundred words (I exclude all proper nouns and mythological decoration) that vary decisively or deviate from the prose usage of composition: I may as well print the list here: *aequ-aevus*, *aeri-pes*, *aesti-fer*, *ali-ger*, *ali-pes*, *arci-tenens*, *armi-ger*, *armi-potens*, *armi-sonus*, *belli-potens*, *bi-cornis*, *bi-dens*, *bi-fer*, *bi-foris*, *bi-frons*, *bi-formis*, *biugis*, *bi-linguis*, *bi-patens*, *bi-pennis*, *bi-remis*, *bi-vius*, *caeli-cola*, *caeli-fer*, *coni-fer*, *corni-ger*, *corni-pes*, *de-color*, *dis-color*, *ex-odisse*, *ex-sanguis*, *fumi-fer*, *Graiu-gena*, *horri-fico*, *igni-potens*, *lani-ger*, *legi-fer*, *luci-fugus*, *lucti-ficus*, *male-suadus*, *mali-fer*, *navi-fragus*, *nocti-vagus*, *nubi-gena*, *olivi-fer*, *omni-parens*, *omni-potens*, *ostri-fer*, *paci-fer*, *Phoebi-gena*, *pini-fer*, *prae-sagus*, *quadri-fidus*, *quadru-pedans* (*Ennius*), *re-boare*, *re-cidivus*, *saeti-ger*, *sagitti-fer*, *semi-putatus*, *somni-fer*, *soni-pes*, *ter-geminus*,

Troiu-gena, *turi-cremus*, *turi-fer*, *turri-ger*, *umbri-fer*, *un-animus*, *veli-volus*, *versi-color*, *viti-sator*, a slender list: I venture to say that I could find as many or more poetical compounds in some single one of the longer odes of Pindar or of the longer choruses of Aeschylus.

12) Follows a practical corollary. The conveyance of extensive word-groups of true and real unity confirms and impresses *pari passu* a number of things: inflection, gender, meaning. A teacher, if he will, say, prepare groups of Caesar's vocabulary (of something more than 2500 words I believe), or of Vergil's, will himself prepare himself for good and earnest work. For it must be said again and again: the best teacher will get up his own matter and will not make himself a mere mechanical passage, a mere funnel, for the didactic material of some one else. The widely prevailing over-teaching of syntax without real mastery of inflection and with no large and well settled vocabulary—this, in my humble opinion, constitutes a positive defect in much of our college-preparation in Latin. We must not forget that the pupil does not bring along to this work psychological habits of kindred nature: English expresses her noun relations mainly through prepositional structure, her verb-formation largely through Persons and auxiliary verbs; English has no grammatical gender.

Consider, too, the wide domain of distant—and to the English pupil's eye almost unrelated—*Concord*: but let us put away the idea that *Roman* children imbibed *Concord* simply with their mothers' milk. We cite that eminent teacher of Latin, M Fabius Quintilian, the most expert scholar in Cicero's oratory of his generation 20: (and if the worthy editors of THE LEAFLET can put this axiom of teaching Latin in double leads I should be much pleased—): *Nomina declinare et verba imprimis pueri sciunt, neque enim aliter pervenire ad intellectum sequentium possunt; quod etiam monere supervacaneum erat, nisi ambitiosa festinatione plerique a posterioribus inciperent et dum ostentare discipulos circa speciosiora malunt, compendio morarentur, i. e. they actually make slow time by taking the shortcut. I have always been dubious as to the application of the Inductive method to tender pupils.*

E G SIHLER

New York University, October 12, 1901